DOCUMENT RESUME

ED 062 275 SP 005 635

TITLE	Education Professions Development Act Summer Institute for Trade and Industrial Teachers of the Disadvantaged. Final Report, June 14-July 2, 1971.
INSTITUTION	South Carolina State Coll., Orangeburg.
SPONS AGENCY	South Carolina State Dept. of Education, Columbia.
PUB DATE	71
NOTE	81p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Industrial Arts; Summer Institutes; *Teacher Education; *Trade and Industrial Education; *Trade and Industrial Teachers; *Vocational Education Teachers
IDENTIFIERS	South Carolina

ABSTRACT

OBJECTIVES: An outline of program proceedings at South Carolina State College for trade and industrial teachers of the disadvantaged. DURATION: The summer of 1971. AUDIENCE: Twenty-three trade and industrial teachers were selected from target counties in South Carolina having a high percentage of disadvantaged youth. CURRICULUM: Teaching skills in vocational education. TEACHING METHODS: The participants were trained in large group sessions primarily with lectures from outside resource persons, small group interaction organized around individual problems in teaching the disadvantaged, individual and project assignments, and work sessions in the preparation of instructional materials. MATERIALS OR FACILITIES: Industrial education and engineering laboratories, slides, filmstrips, overhead projectors, opaque and 16 mm projectors, phonograph and tape playing equipment, and video tape recording equipment. EVALUATION: Subjective evaluation by the participants showed the program to be successful in reach, fulfilling its objectives. MODIFICATIONS: Evaluations will be used as guideposts in conducting future institutes for vocational education, however, no details were given. (MJM)

ED 062275

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EDUCATION PROFESSIONS DEVELOPMENT ACT

SUMMER INSTITUTE

FOR

TRADE AND INDUSTRIAL TEACHERS OF THE DISADVANTAGED

JUNE 14 - JULY 2, 1971

Department of Industrial Education

South Carolina State College

Orangeburg, South Carolina 29115

CONDUCTED UNDER A GRANT

From

THE STATE DEPARTMENT OF EDUCATION

OFFICE OF VOCATIONAL EDUCATION

Columbia, South Carolina 29201

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PREFACE

In the summer of 1971 an institute for trade and industrial teachers of the disadvantaged was conducted at South Carolina State College for the purpose of providing trade and industrial teachers with experiences that would enable them to cope more effectively with the problems of the disadvantaged. The Institute was conducted in cooperation with the State Department of Education, and represented a part of the total effort to improve the quality of vocational education in South Carolina by improving the education, experience, and teaching ability of trade and industrial teachers.

This report contains the purpose of the institute, a summary of lectures and presentations made by staff members and visiting consultants, and an evaluation of the institute by the participants. The report further outlines the topics presented and lists the twenty-three participants and the various consultants who contributed to the institute. Contained in the appendices are copies of letters, forms and other materials used during the institute.

We wish to express sincere appreciation to the staff of the Office of Vocational Education of the South Carolina State Department of Education for their assistance and cooperation in this project. Special appreciation is expressed Colonel John B. Baxley, Teacher Education Consultant, who provided assistance in planning the institute, and in maintaining the necessary liaison between the State Department of Education and the Institute Staff.

To the members of the project staff we wish to express special appreciation for their advice and assistance in organizing and implementing the institute program. Grateful appreciation is also expressed to the graduate assistants who assisted with many of the essential tasks required to conduct an institute program.

Finally, particular thanks is expressed to Mrs. Waltena B. Josie, Secretary, who gave enthusiastically of her time and energy t make this institute a successful endeavor.

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CHAPTER I

INTRODUCTION

Few problems in vocation education today have commanded more expressed concern and national attention than providing relevant occupational training programs for disadvantaged persons. The Federal Government has been cognizant of this problem and has passed legislation which gives high priority to developing and implementing successful training programs to equip vocational teachers with understandings that will enable them to teach more effectively those who, up to now, have been by-passed by the educational system.

To a great extent, the public schools are geared to meet the needs of the influential middle class. In such a system, middle class values, customs, ideals, and patterns of social behavior prevail, often to the disadvantage of individuals living in "deprived areas." This condition requires that individuals living in less-advantaged areas should be provided educational experiences that take into account their varied backgrounds; their limited educational experiences; their long practiced value patterns; their insights, beliefs, and behaviors; and many other factors that place them at a disadvantage when placed in a learning environment that takes no cognizance of these factors.

This Institute was an attempt to carry out the mandate of the Vocational Education Amendments of 1968 by initiating special training programs for vocational teachers who work with persons who have academic,

socio-economic, cultural or other handicaps which prevent them from succeeding in regular vocational programs.

Purpose

The purpose of this Institute was to provide an educational program for trade and industrial teachers that would arm them with the attitudes, perceptions, and professional skills required to effectively teach disadvantaged youth. Teachers who possess the basic personality characteristics that predispose them to sympathetic and humanitarian attitudes towards others, who have gained insights into the handicap of poverty, who have found a way to identify with the culturally disadvantaged, should be able to develop positive relationships with culturally disadvantaged students and through these relationships, contribute their share towards the relief of some of their problems.

General Objectives

1. To develop a fuller understanding of the social, cultural, economic and environmental forces which impinge on the lives of disadvantaged youth.

2. To introduce vocational teachers to new curriculum materials designed for use with the "disadvantaged."

3. To assist vocational teachers in preparing audio-visual media to teach the disadvantaged.

4. To promote change in the behavior of vocational teachers by helping them to become knowledgeable of the factors which facilitate interaction between teacher and student.

5. To acquaint vocational teachers with resources and programs within the community which are significant for the "self-improvement"

of the disadvantaged.

6. To improve the teaching competencies of vocational teachers in the use of individualized instruction for the disadvantaged.

7. To assist vocational teachers in developing methods and techniques which have been successfully used in motivating the disadvantaged.

8. To enable teachers to use a variety of measurement and evaluation instruments in determining the strengths and weaknesses of the disadvantaged.

Procedures

In order to fulfill the objectives of the Institute, the program was designed to provide opportunity for the participants to achieve maximum growth in attitudes, skills, and understandings necessary for adequate functioning with the disadvantaged. The Institute program included: (1) large group sessions primarily with lectures from outside resource persons; (2) small group interaction organized around individual problems in teaching the disadvantaged; (3) individual and project assignments with special emphasis on understanding the special learning difficulties of the disadvantaged; and work sessions for the participants in the preparation of instructional materials.

The first week was devoted to sensitizing the participants to the needs, values, attitudes and characteristics of rural and urban youth who are economically and culturally disadvantaged. Resource persons representing various minority groups were brought in to acquaint the participants with the characteristics and life tasks of the rural and urban poor.

The second week was the analysis phase and was devoted to helping trade and industrial teachers become more aware of the various curriculum materials designed for the disadvantaged. A critical review of the techniques and materials which have been successfully used with disadvantaged youth was made. Methods for developing effective teaching behavior necessary for adequate functioning with the disadvantaged were analyzed. Different learning styles were identified. Disadvantaged youth's perception of the world of work were discussed.

The third week was the development phase in which the participants were involved in the preparation of instructional materials. The work sessions were supervised by the staff with emphasis being placed on instructional procedures that would enable them to experience some measure of success when they returned to their local schools in the Fall. Several guest lecturers also presented topics in their specialties, which served to bring added depth and a variety of viewpoints to the work sessions.

Other unique aspects of the program included:

1. The use of closed-circuit television to provide the participants an opportunity for self-evaluation of presentations and demonstration lessons.

2. The use of "microteaching techniques" as a means of reaching the disadvantaged student.

3. The media center provided opportunity for the participants to create, develop and use many of the current audio-visual techniques in presenting instructional materials.

4. Field trips to the Manpower Training Center and to the ETV Station to gain ideas and information through observation and conversation with resource persons at these centers.

Participants

A conference including the project staff and representatives

from the Division of Vocational Education, State Department of Education, resulted in the development of procedures for the selection and notification of the participants. The participants were selected from counties in the State which were designated by the State Department of Education as prime target counties having a high percentage of disadvantaged youth. An informative brochure explaining the project was sent to all trade and industrial teachers in South Carolina. Twenty-three (23) participants were selected by a committee made up of project staff and representatives from the State Department of Education.

The trade areas represented by the group were:

Area	Number of Trainees
Carpentry (Building Construction)	6
Electrical	7
Machine Shop	1
Masonry	1
Pre-vocational	5
Small Engines	1
Welding	2

There was also wide variation in the educational background of the participants. Since certification requires a high school education, all of the participants had at least a high school education or the equivalent. In addition, 3 had graduated from Area Trade Schools, 2 were graduates of two-year technical education centers, 3 had specialized training in the armed forces, 2 had one year of college, and 6 of the participants had earned a Bachelor of Science Degree in Industrial Education.

Facilities

The Institute was conducted in the Mechanical Industries Building which houses the School of Industrial Education and Engineering Technology. The laboratories included in this building are: Woodworking, Carpentry, Electricity, Electronics, Drafting, and Automotive Mechanics. Each of these laboratories were well equipped to provide the technical background needed to upgrade the occupational competencies of the participating trade and industrial teachers.

Among the supporting facilities was the new Miller F. Whittaker Library which is centrally air-conditioned and contains seminar rooms, study space, a lounge, and a wide selection of materials on the disadvantaged. This facility made it possible for the participants to meet in small groups and hold many informal discussions.

The educational media center provided additional support by making available the equipment needed in constructing and utilizing educational media. This facility contains a variety of audio-visual aids including: slides, filmstrips, overhead projectors, opaque and 16mm projectors, phonograph and tape playing equipment, and video tape recording equipment. This experience proved to be extremely valuable to the participants in that they were able to have "hands on" experiences utilizing the most up-to-date audio-visual equipment and materials.

CHAPTER II

SUMMARY OF PRESENTATIONS

Topic: Taking A Good Look At Human Relations

Mr. James W. Luck, Associate Director
Center for Integrated Education
University of South Carolina
Columbia, South Carolina 29201

In teaching the disadvantaged the greatest problem is in dealing with the self. Over the years we have built up a system of stereotypes that makes every person who is different wrong or worthless. These are human beings and they deserve to be respected. I respect each of you. Am I color blind? - NO! But I will deal with you only on the basis of your humanity.

How do we deal with the problem of "separation?" When black kids group themselves together and white kids group themselves together, what do you do? I observe in this group that not one white or black person is sitting next to the other. Where is the root of our concern? Is it in the stereotype that blacks are different from whites? It is in the fear that your daughter or son will marry one of them? People are not that much different from each other morally, spiritually, socially or educationally. When we become capable of dealing with people on the basis of their humanity, we can begin to "hear" what they are saying rather than what is being said about them.

What we are talking about is all related to the extent of our

own self actualization. Ask yourself these questions.

1. Are you willing to get to know one another?
2. Do you share honestly with one another?
3. Do you read about all kinds of things and look at all types of television programs?
4. Do we learn the names of people as a part of the process of knowing and becoming?
5. Do we respect all work as honorable?
6. Are you willing to experiment with yourself?
7. Can you understand your own emotions?
8. Are you real, honest and together?
9. Can you give and take feed-back?
10. Are you able to look at the people in the institute and see growth and honesty of expression and communication?
11. Is it important to black and white alike that you speak when and wherever you see each other again?

Accepting people as they are is a pre-condition for what you are willing to do to prepare students for work beyond the school. It is a pre-condition in providing for the identity of children. This is a great challenge for multi-ethnic groups--for what you can do depends in great measure on what you know about the people and what you know about yourself.

Topic: Special Programs for the Disadvantaged and Handicapped

Mr. A. L. Lester
Director of Special Services
State Department of Education
Columbia, South Carolina 29201

What Is Pre-Vocation Education

Pre-vocational education is designed to be taught in seventh,

eighth, ninth and/or tenth grades and shall consist of a minimum of five different areas of vocational education as well as a unit on the world of work. Components that constitute the curriculum in pre-vocational education should consist of communicative, computational, and quantitative skills along with occupational information and civic responsibilities in conjunction with skill training. The concept of pre-vocational education is exploratory in nature. The course is designed to provide the student with orientation to the various occupational areas available for skill training in that particular school community setting.

Why Pre-Vocational Education

It is generally agreed that a period exists in the life of every normal child where he explores in some manner or form the vocational choices that will be available to him as an adult. It is also generally agreed that an individual goes through a period of adjustment and transition before concepts are crystalized into a form whereby an individual specializes into an area of work which has a degree of permanence. . .

The majority of these pre-vocational programs are designed to give students exploratory training in basic vocational areas at the junior high level, mainly eighth grade. This enables students to make wise choices regarding vocational training upon reaching the eleventh grade.

The Role of the Instructor

The primary function of the instructor is to make things happen to the trainee through motivated action. The instructor must be a trained observer able to judge progress and difficulty and able to lead

the trainee through the program. He also serves as a model for the trainee who may have no other models. The disadvantaged trainee often comes to identify with the instructor and copy his behavior.

The instructor should be properly strict but never punitive. He must possess a thorough knowledge of his subject, yet present his knowledge and experience to the trainee in simple and practical terms. His instructional methods should avoid unnecessary repetition and oversimplification, yet employ a level of instruction the disadvantaged trainee can understand.

The instructor should expect more of the trainee than the trainee can accomplish in order to stimulate progress, yet not expect so much that the trainee is demotivated. In the classroom and shop, the instructor must communicate to each trainee a personal and honest concern, yet never lose rapport with the class as a whole.

Topic: Counseling and Supportive Services for the Disadvantaged

Mr. C. L. Wilson
Vocational Guidance Consultant
State Department of Education
Columbia, South Carolina 29201

Characteristics of the Disadvantaged

The term, disadvantaged, "Includes persons whose needs for such programs or services result from poverty, neglect, delinquency or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons. . . unless such persons also suffer from the handicaps described in this paragraph," according to the tentative rules and regulations.

The disadvantaged are concentrated in the central city slums or

the rural depressed areas. They have low family incomes and their parents have low educational attainment. They are unfamiliar with the world of work and are disillusioned and frustrated by the existing school system.

They do not usually succeed in conventional school settings and frequently need an alternative path in which to develop their potential. In the classroom they are considered as misfits or disrupters, and they exhibit hostility and unruliness, or passiveness and apathy. Psychologically, they drop out of school two or three years before they drop out physically. The schools have not succeeded in preparing most of them for work.

Their work history has been characterized either by underemployment in mental and dead-end jobs. Many have had no opportunity to consider a vocational goal. Although they want training with a clear and definite promise of a job, they may resist training because they are dubious about the genuineness of the opportunity or because they fear their lack of experience and low academic achievement will embarrass them. In other words, their conditioning to the world of work has been a negative one.

Nevertheless, the evidence suggests that the disadvantaged are not appreciably different in their yearnings, ambitions and potential from anyone else. What they require is training in a defined skill with a bona fide job opportunity, offering a clear pathway to advancement. The challenge to vocational education is to understand their problems and to construct the kinds of programs and services that will deal with their fears and hopes.

Topic: Emerging Developments in Vocational Education

Dr. Robert M. Worthington
Associate Commissioner
Bureau of Adult, Vocational and Technical Education
U. S. Office of Education
Washington, D. C. 20202

Since the initial legislation creating vocational education in 1917, changes directly related to employment have occurred. Among these are an increasing number of women in the labor market; white collar workers now outnumber blue collar workers and career requirements are rapidly changing in direct proportion to the degree of specialization required.

As changes in the career would emerge, the emphasis and organizations of curriculum in what we presently call "career education" changes. Emerging is the concept of career education from kindergarten through adulthood. This concept may fit into a curriculum organization pattern similar to this:

Kindergarten
through Elementary ------ Occupational information

Intermediate ---------- Occupational exploration

High School ---------- Preparation in career choices

Post High School -------- Specialization beyond high school

Adulthood ---------- Retrained and trained

Throughout this sequence there would be a merging of the academic and the vocational. An early start (kindergarten) may enable us to begin to erase the useless dichotomy existing between the academic and the vocational. In the process we may restore vitality to learning as its value becomes highly visible in relation to one's aspirations and goals.

In order to achieve the goal of the elimination of unemployment the following priorities have emerged:

1. Work toward a closer relationship between vocational education and general education.

2. Increasing opportunities for the disadvantaged and the handicapped.

3. Expanding residential vocation centers for youth whose environment mitigates against learning.

4. Vocational education in elementary schools.

5. Job placement and follow-up.

6. Development of consumer education program.

7. Improving vocational teacher education.

For vocational education to make a difference in the lives of the disadvantaged teachers and schools will need to take a different view of themselves as teachers and of the disadvantaged as learners. There are numerous lists of guidelines that may be useful. I offer these to you as an incomplete but representative group.

1. Teachers must believe that learning is possible.

2. The teaching emphasis is toward learning rather than passing or failing.

3. Use material that the student recognizes is familiar with and enjoys.

4. Give them recognition.

5. Our context should be structured into instructional modules so that only those modules which are essential and necessary to develop these attitudes, skills, etc. should be provided to eliminate the unnecessary and emphasize the essential.

6. We should learn how to apply techniques that will help the disadvantaged improve their self-concept, giving a feeling of worth, the feeling that they are somebody.

7. Cooperative education experience is an excellent bridge between the school and employment that need to be pushed much

more for all kinds and the disadvantaged especially.

8. Course content and activities should be exciting and they should be relevant.

9. Instruction should be individualized to a highest degree possible.

10. Relationship should be established with employers to encourage them to provide support for disadvantaged graduates of vocational programs.

Topic: The Role of Multimedia in Working With the Disadvantaged

Mr. John L. Dedes, III, Director
The Center for Visual Literacy
The University of Rochester
Rochester, New York

Our nation's children have been showing us that our schools do not suit needs. Tens of thousands of the extreme have dropped out; millions of the more passive have stayed and merely "failed." But, it is we in education who have failed--not the children. The children we have failed worst have been the inner-city, the migrant, the bi-lingual, the black, the vocationally oriented, the non-verbal, and all that whole generation of children who have found, through television, that it is easier, faster and more pleasant to learn visually. They are very different from any generation we have had before.

Some educators, industrial and business people, professional communicators, guidance workers, and specialists in learning problems have been experimenting with a set of new and hopeful concepts and practices, now called "Visual Literacy." Through their work they have bridged the gap between the academic, the relevant, the "vocational," and the artistic, and so succeeded in reaching thousands of youngsters they had failed to reach before and at all grade levels.

It seems necessary at this point, to give some answer to the

question "What is Visual Literacy?" A new field, perhaps not quite definable for some years, is not an easy target for a definition. This is especially true when one is required to define something visual by verbal means. To be brief, let us say that a visually literate person should be able to "read" visual material with skill, and to "write" with visual means, expressing himself effectively and appropriately. A triad of terms that is becoming accepted follows: Visual Literacy is among the attributes we hope to find or must develop in the members of today's society; visual communication is what such a person is exposed to or might do when appropriate; visual technology is the means by which it is done.

Definition:

"Visual Literacy refers to a group of vision-competencies a human being can develop by seeing and at the same time having and integrating other sensory experiences. The development of these competencies is fundamental to normal human learning. When developed, they enable a visually literate person to discriminate and interpret the visible actions, objects, and/or symbols, natural or man made, that he encounters in his environment. Through the creative use of these competencies, he is able to communicate with others. Through the appreciative use of these competencies he is able to comprehend and enjoy the masterworks of visual communication."

Mr. Debes pointed out that practices leading to Visual Literacy, like practices leading to verbal literacy, tend to favorably affect all aspects of personal development. It enhances or develops such necessary aspects of the individual as self-concept, environmental awareness, and a sense of being able to exercise some control in a

society in which the young are often beset with a feeling of powerlessness. It develops the capacity to order ideas, to express oneself eloquently without words, and collaterally, it expands the articulateness of the individual to use verbal speech and writing.

Topic: Multimedia Applications

Mr. Carl Lang
Director of Learning Resources
Sandhills Community College
Sandhills, North Carolina

At a recent national Symposium of the Committee of Economic Development, a leading educator offered a definition of the ghetto child that could well apply to all culturally unassimilated and linguistically handicapped children rural or inner-city, black or white, Indian, Mexican-American, Puerto Rican:

"A victim of his environment (who begins his school career psychologically, socially, and physically disadvantaged. He is oriented to the present rather than the future, to immediate needs rather than delayed gratification, to the concrete rather than the abstract. He is often handicapped by limited verbal skills, skills, low self-esteem, and a stunted drive toward achievement; by sight, hearing and dental deficiencies; by hernias, malnutrition, and anemia."

Both the public and private sectors - federal, state and city governments, businessmen and educators, paraprofessionals and parents - are exploring more effective ways and means to eliminate these inequities and to break the cyclical chain of poverty and ignorance. As a newly established Subcommittee on Education for the Disadvantaged has stated, "The schooling of deprived minorities has been a tragic failure

and one that will not be corrected without a major revolution in the objectives, methods, and organization of the schools."

The techniques and content of a remediation approach--compensatory educational programs that focus directly upon the crucial deficiencies of the culturally deprived--is an urgent, controversial, public concern having far-ranging implications.

We in educational technology have a continuing commitment to provide teachers with the modern media tools they will need to reach disadvantaged students. With inservice professional advisors, we are researching and developing audio-visual programs designed to meet the specialized needs of curricula for the disadvantaged that emphasize communication skills, sensory training, visual perception, auditory discrimination, tactile perception, concept formation, muscular development and coordination, health and social behavior, self-esteem, achievement, and aspiration.

MAJOR FACTORS IDENTIFIED AS CONTRIBUTING TO LEARNING DISABILITIES:

Inadequate School Attendance
Sensory Handicaps
Inhibited Learning Capacity
Physical Handicaps
Physiological Immaturity
Deficient or Improper Instruction
Deficient Cerebral Dysfunction
Minimal Cerebral Dysfunction
Emotional Handicaps

Ability to read obviously is not a valid criterion of ability to learn. Learning was achieved for centuries before the printing press was invented. For students who are not printed-oriented, audio-visual materials provide a language form familiar to them, enabling them to understand while they are improving communication skills.

HOW AUDIO-VISUAL MATERIALS CAN HELP BRIDGE THE GAP

1. Audio-visual materials assist specifically in giving meaning to verbs and action words, to abstractions, to situations, and emotions, and to the accurate language structure that expresses and describes them. By stimulating interest and curiosity, they naturally lead students to books.

2. The flexibility of audio-visual materials makes them potentially the most useful learning tools. They are adaptable to both group and individual study. They provide the opportunity for differentiated responses whatever the readiness level.

3. Audio-visual materials capture for students those experiences that are too large, too small, too fast, too slow, too remote in time or space to be learned effectively by any other means. They provide a variety of experiences beyond the school and home environment and help compensate for limited-experienced backgrounds.

4. Audio-visual materials compress the scope of past and current events to enable a rapid accumulation of knowledge and experiences.

5. By combining sight, sound, and concept, audio-visual materials provide a total communications environment that can carry the basic curriculum burden so that listening, speaking, reading, and writing skills are based on known vocabulary information.

6. The many ways by which man expresses his ideas and feelings about himself and his environment are in large measure non-verbal. Audio-visual materials convey to students music, art, drama, sculpture, dance, architecture, and other symbolic forms of communication.

Topic: The Role of the Teacher in Educating the Disadvantaged

Dr. Benjamin Whitten
Area Superintendent for Vocational Education
Baltimore City Public Schools
Baltimore, Maryland 21218

In most of our schools today there are youngsters trying to adjust to an environment which is foreign to their experiences. These disadvantaged youngsters are suspicious of all our efforts to teach them. They cannot accept the teacher as a friend because they have been taught to distrust all of society as a normal reaction.

For disadvantaged youth there is nothing more important than

qualified teachers, for the teacher is the key to education and learning. Even with all of the innovative teaching machines, aids and educational paraphernalia being tested and used today, the classroom teacher is at the heart of all educational endeavors. The curriculum, too, has a place of vital importance, but the curriculum is a plan by which the teacher "bends" to meet the individual and personal needs of his students. The teacher's technique is the result of his testing many methods and discovering the most effective way of communication, to effect an objective change in the student as a result of his learning. It follows then, that our educational programs will be only as effective as the teachers serving them. Problems dealing with the teaching act can be solved only by the teachers involved.

The culturally disadvantaged youngster has many obstacles to overcome the minute he sets foot inside a school.

Problem One.--He speaks a different language. He knows English, but it's different than that spoken in school. His communicative skills are limited. He relies a great deal on nonverbal language, but the school's entire structure flourishes around verbal communication.

Problem Two.--He has limited experiences in what the teacher is saying or doing. Thus, he is always trying to catch up to basic learnings the teacher has taken for granted. And yet, because there is too much going on around him, too many other things competing for his attention, he almost never succeeds. So, early in his educational life, he experiences frustration.

Problem Three.--He generally has a low self-concept and much of what he experiences in school reinforces his feelings of inadequacy. He has things to contribute in class but can't, because the opportunity

to do so seldom comes his way. The teacher talks about books, stories, values, and attitudes to which he cannot identify.

Problem Four.--He has values but they usually conflict with those of the school. He values honesty, responsibility, and loyalty--but only when his family or friends are involved. In terms of others, well, "It's a rough world, Mac, so I have to get mine while I can." This doesn't mean that his values are poor ones. It only means that they are different. These differences can be useful to the school. As James Olsen says, "It seems much more reasonable to reduce the social distance between the school and its students by finding out what the content of the lower class culture is and then modifying or changing some of what we teach and how we teach it."

New Approaches

1. CAREER DEVELOPMENT - A continuous career orientation program starting in elementary school and continuing through secondary school should be recognized for its career preparation value. As a means of preventing disadvantaged students later from feeling inadequate in industry, this approach has unlimited potential. Another vital point in favor of such a program is that a continuous laboratory experience would provide unique opportunities for students to gain manipulative experience, reinforcing their confidence and helping them to achieve easier in the more conceptual and abstract type of learning.

2. SKILL DEVELOPMENT - Techniques that employ more doing and less saying should be employed. Disadvantaged youngsters learn by doing, and all students do. They particularly need a realistic curriculum and realistic materials of instruction. They often make unrealistic career choices based on hazy concepts and lack of understanding of the world of work. With the career development approach they could be gradually exposed to many exploratory experiences related to gainful employment. Accomplishment at an early educational level would provide for reinforcement for the valuable school years ahead and prior to the legal dropout age.

3. EMPHASIZE THE PRESENT - Teachers must emphasize the present, rather than the past or future. Youngsters from the low social class see little value in education for the future. They want to see immediate goals. Goals that are attainable. Goals that are meaningful. The teacher has to incorporate this "emphasis on the present" into his teaching repertoire.

4. DEEMPHASIZES TEXTBOOKS - The learning experience does not begin with a book, an unnatural place for the disadvantaged student to begin. The learning experience begins with a question or problem that may develop from the experiences gained outside school or may develop from a discussion, demonstration, or other school originated experience. This is not to say that books should be eliminated: students should have access to the finest, most interesting, and stimulating collection of books that it is possible to assemble. The important difference may be found in the chain of events.

Teachers who have mastered essential teaching skills should be able to develop positive relationships with culturally disadvantaged students and through these relationships, contribute their share towards the relief of some of the problems of disadvantaged youngsters.

Topic: Programming Techniques for Video Recording

Mr. Richard T. Waymer, Director
Audio-Visual Center
South Carolina State College
Orangeburg, South Carolina 29115

Among the first consumers of closed circuit television were educators, a fact that accounts for the widespread use of this medium in colleges today. Systems range from a simple camera linked to a television set to sophisticated systems incorporating dozens of video tape recorders, cameras and other equipment for the production and distribution of high quality educational programs.

The introduction of industry by compact video tape recorders in 1966 vitalized the use of closed circuit television in education. For the first time, schools were able to preserve their best lectures and best visual material on magnetic tape at reasonable cost. Video tape recorders range in cost from $1,500 for simple units to $20,000 for those with more sophisticated production accessories.

On the horizon is a new generation of video tape recorders featuring greater simplicity and economy, factors that promise expansion

of the use of the device in the smaller school districts. Simplified cartridge loading will enable teachers and students to operate the new recorders without tape handling and threading. Recorder and camera systems weighing less than 20 pounds and costing in the $1,000 range are virtually certain to bring video tape recording into the individual classroom.

Another development destined to make possible wider use of video tape in education is high speed contact duplication. It will enable schools to produce any number of copies of a program in far less time than is currently possible.

Microteaching Technique

The microteaching concept is being used now in many of the College's methods courses. Usually, microteaching follows the methods developed by Dwight Allen while at Stanford University, in which the teaching encounter is scaled down in the amount of time, the size of the class, and the number of teaching behaviors to be developed. May we point out that the student should be provided with a model of good learning which he can use as a yardstick of teaching behaviors. It would be helpful if the student had previously learned some techniques that are commonly used in analyzing teaching and could be allowed to apply these measures to his own teaching during subsequent viewings.

After students are introduced to the concept, the first microteaching session is held. The student conducts the planned lesson with 5 to 8 pupils. This presentation is video taped. After the video tape session a playback session is held. The primary purpose of this playback session is to give objective, immediate, and nearly complete

feedback on the lesson just completed. This gives opportunity to reinforce desirable teaching behavior and suggest modification in the lesson as needed. During the first playback the student is instructed to study overall performance and identify specific aspects of the lesson that could be improved. Since viewing oneself often brings about an emotional reaction, the student is not asked to focus closely upon specific skills during this viewing. The student then replays his/her own lesson for the second time, this time using a checklist in order to evaluate performance on specific behaviors covered on the instructional tape. The student is then instructed to replan the lesson and be prepared to reteach it during the next microteaching session.

The amount of good that comes from the playback session is dependent upon the way the student views the tape. Viewing the tape does not bring change automatically. The videotape recorder is just another tool in providing feedback and the playback technique determines how effective the feedback will be. It is possible that the purposes of the videotaping can be lost if the focus of the playback session is on extraneous details that have little to do with the modification of teaching behaviors.

The critique of a lesson could even be detrimental if the feedback is all negative. This is not to suggest that negative feedback should be avoided or negative aspects of the lesson overlooked. It is suggested that the manner of conveyance is as important as the message conveyed.

Videotape equipment seems to be a permanent addition to the tools that are available to those of us in education. It should not be viewed with any notion of mystical magical power on the one hand or

merely as a research tool on the other hand. It can provide a type of objective feedback unequaled in other tools, but common sense and caution are needed to prevent the traumatic effects of indiscriminate use.

Topic: Factors Affecting the Educational Attainment of the Disadvantaged

Dr. Harold Powell
Professor of Speech Pathology and Audiology
South Carolina State College
Orangeburg, South Carolina 29115

Basic to "tuning in" on the disadvantaged youngster is being able to understand his language. We get these youngsters coming to school speaking a particular variety of English that really turns teachers off. The kid will say something in this language system and the school will tell him he can't talk that way. The fact is that the kid can talk that way, and usually does. Blaming this language difference on "sloppy speech" caused by lazy tongues and lazy lips is an erroneous conception.

Language Factors

1. Culturally disadvantaged children understand more language than they use.

2. Culturally disadvantaged children frequently use a great many words with fair precision, but not those words representative of the school culture.

3. Culturally disadvantaged children frequently are crippled in language development because they do not perceive the concept that objects have names, and that the same object may have different names.

4. Culturally disadvantaged kindergarten children use fewer words with less variety to express themselves than do kindergarten children of socio-economic classes.

5. Culturally disadvantaged children use a significantly smaller proportion of mature sentence structures, such as compound, complex, and more elaborate constructions.

6. Culturally disadvantaged children learn less from what they hear than do middle class children.

Disadvantaged children are often lacking in the reading readiness skills of auditory and visual discrimination and in conceptual development relating to time, numbers, and other basic concepts. Such defects, Dr. Powell concluded, are not related to any physiological effects of the eye, ear, and brain, but rather to underdeveloped habits of seeing, hearing, and thinking in a family environment which fails to provide for any sensory and intellectual stimulation in routine activities.

Emphasizing the importance of oral language skills, Dr. Powell suggests that listening and speaking are intimately related to personal development in that children's self-concepts are closely interwoven with family speech patterns and usage. When children enter school, problems in the child's concepts of his own language competency frequently arise. All human beings in our society are born into specific cultural environments characterized by distinctive speech patterns, usage, and vocabulary. These become the child's natural language, effective in communicating with the people in his immediate family and neighborhood group. But the disadvantaged child's natural language, often dynamic, descriptive, and forceful, is frequently not the language of acceptability in the school. Thus, his means of oral expression and communication is blocked in school.

Dr. Powell believes we have asked the children to do an impossible thing when they come to school. We have asked them to give up their language and accept one that is nonfunctional and they just won't do it. Once we accept the black child's language for what it is--a linguistic system that he needs to operate with--we must teach standard

English as an alternate dialect, not as a replacement dialect.

So our hope in the public schools of habituating every child to the oral use of standard English is not feasible and may do more harm than good for the child's language growth. More important is the child's ability to think and express himself clearly--with honesty, precision, and imagination in the language of the home and immediate environment. Later, when he can realize the social and economic penalties of a limited command of standard and acceptable English, the disadvantaged child will be provided with sufficient internal and motivation to accomplish crucial changes in these matters.

Topic: Developing Curriculum Materials for the Disadvantaged

Dr. Alfred F. Newton, Head
Department of Industrial Education
Clemson University
Clemson, South Carolina 29631

Who is the educationally or culturally disadvantaged child? What are his characteristics? What are some of the factors of his environment which affect his educational achievement? These questions, together with a determination of procedures which will compensate for or make better his situation, are areas of great and grave concern, not only in South Carolina but in New York, California, as well as in other areas which are in economic and social transition.

The main culturally disadvantaged groups are as follows:

1. Black people in the rural South and in the black ghettos of our towns and cities. Their problems are particularly acute in Northern cities.

2. Mexican-Americans in the rural and urban Southwest and far West.

3. Puerto Ricans in a few large Northern cities. Many have recently migrated from Puerto Rico.

4. Caucasions in the rural South and Appalachian Mountains. Some Caucasians from these areas have migrated to Northern industrial cities.

5. American Indians on reservations and in the cities of the Southwest and Far West.

People are disadvantaged for various reasons, but the unifying thread in the concept of the culturally disadvantaged is P O V E R T Y. Until these materials needs are satisfied, the difficulties in educating the culturally disadvantaged are compounded.

Behavior of Disadvantaged Youth

1. Withdrawal Tendencies - Often undernourished, poorly clothed and in need of medicine and dental work, these youngsters feel quite inferior to others.

2. Poor Achievement - Youngsters from disadvantaged families are likely to be poor achievers. Usually they score lower than a normal group. Deprivation and the disadvantages associated therewith are deterrents to one developing his innate potentials which intelligence tests measure.

3. Resentment of Authority - Constant rejection and unkind treatment from elders at an early age has alienated many disadvantaged youth and created a tremendous gap in communications between themselves and their elders.

4. Loitering - Lack of a place to relax, sleep and study outside of the school hours has driven many inner city slum children into the streets, alleys and vacant buildings to waste time. Being so completely idle most of the time has caused many to become the easy prey to petty criminals.

5. Rejection at School - One reason why disadvantaged youth reject school is that schools do not teach things which are related to disadvantaged living. The lessons taught and the assignments given are very unrealistic to disadvantaged youth with their limited horizons. The learning experiences are geared to middle class society which is not understood by the deprived youngsters.

6. Delinquent Behavior - The word "delinquent" includes serious offenses against society as well as a serious failure in one's responsibilities in his assigned duties. Delinquent tendencies begin to appear long before the actual fact. Delinquency has been recognized as prevalent among disadvantaged youth.

These characteristics of disadvantaged youth should give you a better understanding of the probable plight of disadvantaged youth and the remedial practices for improving their plight. The fate of these youth will be determined by painstaking efforts given to a revision of subject matter, instruction areas, media and methods.

Qualities of the Teacher

Culturally disadvantaged youngsters need their teacher to have a positive attitude toward them. Such an attitude would be reflected in these qualities.

1. Understanding
2. Self Control
3. Belief in the Worth of the Individual
4. Desire to Help
5. Flexibility
6. Remain Objective
7. Show sympathy, sincerity and a sense of justice
8. Be cheerful and enthusiastic

Teachers who work with culturally disadvantaged pupils are certain to increase the effectiveness of their instruction as they grow in understanding of the particular groups they teach. Teachers who reject youngsters either overtly or by default will not stimulate any warmth in their student-teacher relationships. To be successful a teacher must be free from bias to the extent that he accepts each student and his parents and receives personal satisfaction from the observable growth that takes place as a result of his teaching.

Teachers of the disadvantaged should try to develop a meaningful and relevant curriculum and present this curriculum in the most effective way possible.

Topic: Guidance and Testing of the Disadvantaged

Dr. Douglas Tate
Professor and Director, Testing and Counseling
South Carolina State College
Orangeburg, South Carolina 29115

Sharp perception and true understanding of the nature of poverty and the needs arising from these disadvantages have become of the most vital necessity to our counseling programs, and undoubtedly to all counselors of youth. The counselor's office must be a place where the youth feels he can be treated with respect. Regardless of what the counselor can or cannot do for the youth, a positive attitude is requisite. Each human being deserves to be treated with dignity by other human beings, and the youth who must struggle, to preserve this dignity, who often feels abused, is alert to a negative attitude in his counselor.

Numerous pressures weigh upon the disadvantaged youth, arousing feelings of uncertainty about his own adequacy; and threats, real or implied, make him resist suggestions. Often such people go through life reacting to their repeated failures with increasing distrust of the world about them, increasingly placing the blame for these failures on others. They are always treated badly, according to their interpretation.

We believe that youths who develop sincere confidence in their counselor may have some expectation of success from this relationship. The counselor must be a model of strength and must inspire trust in his young clients. He knows that there is no substitute for learning about people by hearing from them directly even when a person he wants to learn about is a seemingly inarticulate youth.

Yet the counselor walks a tightrope here, for the foreseeable future does not hold jobs for all who will need them, in spite of the many

constructive new programs, and we must be careful not to inspire false optimism in the youth we serve. We must impress on them the fact that the future may hold good things for them if they will take the constructive steps that are necessary to effect a change for the better. Despair and hopelessness breed demoralization and delinquency, and while education and employment are not the total answer, the knowledge that there are ways of changing one's situation is of utmost importance.

A knowledge of human behavior and of the cultural background of each child can help free counselors from stereotyped thinking and enable them to assist even persons who come from completely alien backgrounds.

Perhaps we have been too optimistic in the past. It is not the teen years that are the most important in personality development. However, it is in these years that we see the cumulative effect of environmental deprivation experienced in the years from one to five. In his pre-school life the child develops the basis for his value system, his attitudes and the feeling he has of his own place. A child who lives in circumstances of adversity will probably not be equipped to meet the competitive standards he first encounters in school. The damage started early is reinforced as he approaches adulthood. Educators, advisors, and counselors, who face increasing numbers of such underdeveloped and deprived personalities, are coming to the inescapable recognition that there must be intensified work with the youngest children by all who are concerned with problems of the young adult.

It is temptingly easy to label the behavior of disadvantaged youths when they come into the counseling office. Many are suspicious, especially of those who appear to represent some sort of authority. They are not given to expressing their feelings, nor are they given to

listening to those who seem not to understand them. Though they may not express their hostility, the counselor will sense a feeling that there is no use talking, in fact, a suspicion of talk. He shows his real skill in communicating with such a youth by his creative listening. Long interviews are pointless with him; tangible evidence, such as referral, even to a temporary job, will often be reassuring, and provide the reality that talk will not.

Thus, to serve these youth poses a challenge and an opportunity, whether the disadvantage present is that of poverty, geographical isolation, minority group status, physical disability, rootlessness, language deficiency or a multiplicity of problems. They may exhibit characteristics with which it is difficult to deal, such as a poor self-concept, lack of trust in adults, short-term or unrealistic goals, poor performance on tests, slow learning, hositility, and inability to adjust to new situations. However, these youths must be shown that the world is friendly, that many people want to help them. Their basic interests must be explored, for these may provide clues to abilities that can be encouraged and channeled into new directions. And while their leisure time diversions may seem of little worth to these youth, they may contribute significantly in planning for a vocation.

Guidance Testing

The term "guidance testing" applies not only to selecting and administering tests but also to interpreting and using test results in helping the pupil to realize his potential.

Too frequently the popular concept of the value of tests, expecially objective tests, is one of extremes. At one extreme are the people who think that the results of testing are almost infallible measurements of a

person's abilities and aptitudes and should be accepted above all other available information. People holding such a view tend to close their eyes to the shortcomings of tests and to overstress their objectivity and usefulness.

At the other extreme are the people who discredit all tests as being unreliable and most useless in understanding and predicting human performance and behavior. In fact, persons holding such a view contend that schools should discontinue using tests because they believe more harm than good comes from their use. Neither of these extreme points of view is defensible, and each undoubtedly exists because of misinformation, for the facts indicate that the true value of tests lies at some point between these two extremes.

How a person responds to a test is essentially a sample of a person's performance behavior. This means that tests are designed or constructed to measure representative, or sample, performances or behaviors from which the whole, within reasonable limits, can be inferred, not to measure all possible performances or types of behavior, whether general or specific.

It should also be realized that there are many types of tests and that each one has been constructed to measure in a specific area for a specific purpose. Because there are numerous types of tests designed for specific purposes tests must be carefully selected for a particular use. One test cannot be taken as a measurement of all of the person's aptitudes, traits, or abilities but must be accepted simply as a measure in a specific area for which the test was constructed.

The importance and usefulness of tests in evaluation and teaching cannot be overestimated. The misuse of tests and the misinterpretation of test data continue to be a glaring danger to good educational programs. To

paraphrase Lincoln's sage remarks: It's not so much the use of a bad thing but the abuse of a good one. Most tests are well designed and constructed and when used wisely for the purposes intended are instruments which can help us reduce substantially the guesswork in understanding and predicting human behavior and performance.

Topic: Five Year Plan and New Certification Plan for Trade and Industrial Teachers

Col. John B. Baxley, Consultant
Teacher Education Programs
Office of Vocational Education
State Department of Education
Columbia, South Carolina 29201

The State of South Carolina, through the South Carolina State Board of Education has submitted a "five year plan" to train vocational education personnel in accordance with the provisions of Part F, Section 553, of the Educations Professions Development Act. The Education Professions Development Act (EPDA) is a federal act designed to help local school systems, State education agencies, and colleges and universities develop more effective ways to recruit, train, and utilize educational personnel. Section 553 of this act provides that the commissioner is authorized to make grants to State Boards to pay the cost of carrying out cooperative arrangements for the training and retraining of vocational educational personnel such as teachers, teacher educators, administrators, supervisors, coordinators, and other personnel in order to strengthen education programs and the administration of schools offering vocational education.

A major thrust of the five year plan for vocational education personnel development in South Carolina will be directed toward helping teachers gain increased competency in providing skill development programs for disadvantaged, handicapped, and minority youth and adults with particular emphasis in areas of high unemployment. The overall program objective for

professional development of vocational education personnel is to provide a systematic and comprehensive program, both pre-service and inservice, for all personnel involved in vocational education.

The purposes of the five year plan are directed toward teacher improvement along with a broad range of activity including:

1. Expanding programs for the disadvantaged and the handicapped.
2. A training program for vocational counselors.
3. Training of State Directors, Superintendents and Principals.
4. Workshops to explain funding procedures under EPDA.
5. Evaluation system to determine progress made each year.

A career ladder type plan will be used in South Carolina to up-date the competencies of vocational education personnel. This program will provide vocational teachers in South Carolina with the opportunity to become certified and through available studies, work experience, and teaching experience, they can advance to a more lucrative salary. Colonel Baxley pointed out that we must make more courses available to vocational teachers, consequently improving their proficiency as teachers and increasing their salary level so that they will become permanent teachers and we will not lose them to industry. He further stated that such a program would insure an orderly progression of educational growth and development for our new teachers.

There are presently inservice activities that are provided; however, they are not coordinated statewide for "across-the-board" vocational education and they are not planned in a total program of action as is the current five-year plan. This plan is designed to meet the needs for a total coordinated effort.

CHAPTER III

EVALUATION OF THE INSTITUTE

An evaluation of the Institute was made by the participants at the end of the first week. The purpose of this evaluation was to acquire feedback from the participants in order that appropriate and desirable changes could be made to fulfill the objectives of the program. The evaluation indicated strengths and weaknesses of the first week and enabled the staff to make adjustments and try new techniques.

The response from the final evaluation was very favorable concerning the Institute in general. Participants were more favorably impressed with some sessions than with others. The sensitizing phase designed to acquaint participants with the characteristics and life tasks of the disadvantaged received universal approval among the group. An increasing awareness of the inadequacies of present trade and industrial programs was evident in this evaluation.

The group expressed a strong belief in participation by the individual and, as a whole, most of them felt this opportunity to participate was provided. Interest was high in regard to the topics presented by the consultants. All of the consultants were highly applauded in this evaluation, however, some should have been given more time, as was expressed by a number of the participants.

In general, the evaluation should be an important guidepost in the conducting of future Institutes for trade and industrial teachers. The endorsements and criticisms were very constructive and most valuable. Many

new ideas for improvement were revealed. The most satisfying reaction came from a majority of the participants who expressed the feeling that they were better prepared and challenged to meet the critical educational needs of the disadvantaged students in their local schools.

At the close of the Institute each participant was given an evaluation form to assess the effectiveness of the Institute. The results of this evaluation are presented on the following pages.

Responses of Participants to Evaluation Instruments

I. QUESTION: Please give your over-all reaction to the Institute (Check one)

Very Valuable	20
Of Some Value	3

II. QUESTION: How did the workshop correspond with what you expected?

Very Similar	11
Rather	10
A Little Similar	2

III. QUESTION: Did you have an opportunity to discuss topics that were of interest to you?

Full Opportunity	16
Some Opportunity	7

IV. QUESTION: List topics which you think should have been given more discussion during the Institute.

		Responses
A.	Human Relations Techniques	3
B.	Grading and Testing the Disadvantaged	5
C.	Design and Construction of Small Projects	5
D.	Development of Curriculum Materials	16
E.	Multimedia Devices - hands-on experiences	10
F.	Individualized Instruction	6
G.	Speech Problems of the Disadvantaged	4
H.	Counseling the Disadvantaged	5

V. QUESTION: What improvements would you suggest for planning future Institutes?

		Responses
A.	Give more consideration to the "skills" to be taught	3

B.	Attention should be given to "discipline problems."	5
C.	Provide exposure in the "psycho-analysis" of the disadvantaged.	3
D.	Emphasize the "testing and grading" of the disadvantaged.	7
E.	Invite consultants from Health, Education and Welfare	3
F.	Take more field trips to observe "special programs."	8
G.	Include a component dealing with the "repair and maintenance of shop equipment."	3
H.	Extend the time for working with "audio-visual equipment and materials."	14
I.	Have a practicum so that the participants can actually work with disadvantaged students.	6
J.	Conduct similar Institute for Superintendents and Principals.	5

PARTICIPANTS EVALUATION OF THE INSTITUTE

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The objectives of this institute were clear to me.	16	17			
2. The objectives of this institute were not realistic.				12	11
3. The participants accepted the purposes of this institute.	7	16			
4. The objectives of this institute were not the same as my objectives.	1	1	1	14	6
5. I have not learned anything new.	2			5	16
6. The material presented seemed valuable to me.	16	6		1	
7. I could have learned as much by reading a book.				8	15
8. Possible solutions to my problems were not considered.		1	3	15	4
9. The information presented was too elementary.				11	12
10. The speakers really knew their subject.	18	5			
11. I was stimulated to think about the topics presented.	12	10	1		
12. We worked together well as a group.	14	8	1		
13. The group discussions were excellent.	13	8		2	
14. There was little time for information conversation.		4		14	5
15. I had no opportunity to express my ideas.				10	13
16. I really felt a part of this group.	15	7	1		
17. My time was well spent.	18	5			
18. The institute met my expectations.	17	5	1		
19. Too much time was devoted to trivial matters.	2		1	7	13
20. The information presented was too advanced.				10	12
21. The content was not readily applicable to the important problems in this area.	1	2	1	11	8
22. Theory was not related to practice.	1	3		10	18
23. The printed materials that were provided were very helpful.	13	10			
24. The schedule should have been more flexible.		3	1	12	7
25. As a result of your participation in this institute do you plan to modify either your present or future work?	YES 23			NO	

APPENDICES

APPENDIX A

PROGRAM OF ACTIVITIES

FOR EPDA INSTITUTE FOR T & I TEACHERS OF THE DISADVANTAGED

EPDA SUMMER INSTITUTE PROGRAM

Monday, June 14

9:00 a.m. - 12 noon	Registration of Participants Institute Staff Garnet Room, Student Center
12:00 noon - 1:00 p.m.	Lunch
1:00 p.m. - 2:00 p.m.	Orientation and Welcome Institute Staff Garnet Room, Student Center
2:00 p.m. - 3:00 p.m.	Overview of Institute A. E. Lockert, Jr., Dean School of Industrial Education and Engineering Technology
3:00 p.m. - 3:45 p.m.	Campus Tour Institute Staff
3:45 p.m. - 4:00 p.m.	Orientation To Next Day's Activities Institute Staff Garnet Room, Student Center

Tuesday, June 15

9:00 a.m. -10:00 p.m.	Organization of Work Groups and Identification of Specific Interest Areas Institute Staff Staley Building Auditorium
10:00 a.m. -11:00 a.m.	"Taking A Good Look At Human Relations" Mr. James W. Luck Professor University of South Carolina
11:00 a.m. -12:00 noon	Group Interaction Participants and Mr. James W. Luck
12:00 noon - 1:00 p.m.	Lunch

Tuesday, June 15 (continued)

1:00 p.m. - 2:00 p.m.	Panel Discussion: "Special Programs for the Disadvantaged and Handicapped" Staley Building Auditorium Panelists: Mr. A. L. Lester, Supervisor Special Programs State Department of Education Mr. C. L. Wilson Supervisor of Guidance State Department of Education Mr. G. E. McGrew, Supervisor Trade and Industrial Education State Department of Education
3:00 p.m. - 3:45 p.m.	Group Discussion Participants and Panelists
3:45 p.m. - 4:00 p.m.	Overview of Next Day's Activities Institute Staff
7:00 p.m. -	DINNER MEETING (Please wear tie) Walnut Room, Dining Hall Speaker: Dr. Cecil H. Johnson, Director Office of Vocational Education

Wednesday, June 16

9:00 a.m. -10:00 a.m.	Review of Previous Day's Activities Staley Building Auditorium Mr. Henry V. Thompson Teacher Educator South Carolina State College
10:00 a.m. -11:00 a.m.	"Emerging Developments in Vocational Education Dr. Robert Worthington Assistant Commissioner of Education New Jersey Department of Education
11:00 a.m. -12:00 noon	Question and Answer Session with Consultant Participants and Dr. Worthington

Wednesday, June 16 (continued)

12:00 noon - 1:00 p.m.	Lunch
1:00 p.m. - 2:00 p.m.	Film Presentation Staley Building Auditorium
2:00 p.m. - 3:00 p.m.	Group Reaction
3:00 p.m. - 3:45 p.m.	Small Group Activity
3:45 p.m. - 4:00 p.m.	Preview of Next Day's Activities Institute Staff

Thursday, June 17

9:00 a.m. -10:00 a.m.	Summary and Critique of Previous Day's Activities Garnet Room, Student Center Group Leaders and Mr. Henry V. Thompson
10:00 a.m. -11:00 a.m.	"The Role of Multimedia in Working with the Disadvantaged" Dr. John L. Debes, III, Director The Center for Visual Literacy The University of Rochester Rochester, New York
11:00 a.m. -12:00 noon	Question and Answer Session with Consultant Dr. John L. Debes, III
12:00 noon - 1:00 p.m.	Lunch
1:00 p.m. - 2:00 p.m.	Panel Discussion: "Meeting the Needs of the Disadvantaged" Garnet Room, Student Center Group Leaders
2:00 p.m. - 3:00 p.m.	Film: "Portrait of a Disadvantaged Child" Institute Staff
3:00 p.m. - 3:45 p.m.	Small Group Discussion Participants and Institute Staff
3:45 p.m. - 4:00 p.m.	Preview of Next Day's Activities Institute Staff

Friday, June 18

8:00 a.m. - 3:45 p.m.	FIELD TRIP TO---- Manpower Training Center Kingstree, South Carolina Institute Staff (Note: Group will depart from Student Center at 8:00 a.m.)
3:45 p.m. - 4:00 p.m.	Brief Overview of Next Day's Activities Institute Staff

Monday, June 21

9:00 a.m. -10:00 a.m.	"Multimedia Applications" Garnet Room, Student Center Dr. Carl Lang Director of Learning Resources Sandhills Community College, N. C.
10:00 a.m. -11:00 a.m.	Group Discussions Participants & Dr. Lang
11:00 a.m. -12:00 noon	Demonstration Portable Multimedia Student Station Dr. Carl Lang
12:00 noon - 1:00 p.m.	Lunch
1:00 p.m. - 2:00 p.m.	Selection and Organization of Instructional Materials Garnet Room, Student Center Institute Staff
2:00 p.m. - 3:45 p.m.	Project Design and Construction Mechanical Industries Bldg. 103 Mr. Steward E. Thompson Assistant Professor Industrial Education South Carolina State College Project Design and Construction Mechanical Industries Bldg. 104 Mr. Oscar S. Quick Associate Professor Electrical Engineering Technology South Carolina State College
3:45 p.m. - 4:00 p.m.	Overview of Next Day's Activities Mechanical Industries Building Auditorium

Tuesday, June 22

9:00 a.m. -10:00 a.m.	Summary and Critique of Previous Day's Activities Garnet Room, Student Center Group Leaders and Institute Staff
10:00 a.m. -11:00 a.m.	"The Role of the Teacher in Educating the Disadvantaged" Dr. Benjamin Whitten Area Superintendent Baltimore Public Schools Baltimore, Maryland
11:00 a.m. -12:00 noon	Question and Answer Session with Consultant, Dr. Whitten
12:00 noon - 1:00 p.m.	Lunch
1:00 p.m. - 2:00 p.m.	"Programming Techniques for Video Recording" Audio-Visual Center, White Hall Mr. Richard T. Waymer, Director Audio-Visual Center South Carolina State College
2:00 p.m. - 3:00 p.m.	Group Discussion Participants and Mr. Richard T. Waymer
3:00 p.m. - 3:45 p.m.	Small Group Activity Mr. Waymer and Staff
3:45 p.m. - 4:00 p.m.	Preview of Next Day's Activities Mechanical Industries Bldg. Auditorium Institute Staff

Wednesday, June 23

9:00 a.m. - 10:00 a.m.	"Factors Affecting the Educational Attainment of the Disadvantaged" Garnet Room, Student Center Dr. Harold Powell Professor of Pathology South Carolina State College
10:00 a.m. - 11:00 a.m.	Question and Answer Session Dr. Powell and Participants

11:00 a.m. - 12:00 noon	Small Group Discussion Group Leaders and Dr. Harold Powell
12:00 noon - 1:00 p.m.	Lunch
1:00 p.m. - 2:00 p.m.	"Selection and Organization of Instructional Materials" Garnet Room, Student Center Institute Staff
2:00 p.m. - 3:45 p.m.	"Developing Technical Competency in Building Construction" Mechanical Industries Bldg. Room 103 Mr. Stewart E. Thompson
2:00 p.m. - 3:45 p.m.	"Developing Technical Competency in Electricity" Mechanical Industries Bldg. Room 104 Mr. Oscar S. Quick
3:45 p.m. - 4:00 p.m.	Overview of Next Day's Activities Mechanical Industries Bldg., Auditorium Institute Staff

Thursday, June 24

9:00 a.m. - 10:00 p.m.	Summary and Critique of Previous Day's Activities Garnet Room, Student Center Group Leaders and Institute Staff
10:00 a.m. - 11:00 a.m.	"Developing Curriculum Materials for the Disadvantaged" Dr. Alfred F. Newton, Head Department of Industrial Education Clemson University
11:00 a.m. - 12:00 noon	Question and Answer Session Participants and Dr. Alfred F. Newton
12:00 a.m. - 1:00 p.m.	Lunch
1:00 a.m. - 2:00 p.m.	"Analyzing Methods and Materials for Use with the Disadvantaged" Garnet Room, Student Center Institute Staff

2:00 p.m. - 3:45 p.m.	Project Design and Construction Mechanical Industries Bldg., Room 103 Mr. Stewart E. Thompson
2:00 p.m. - 3:45 p.m.	Project Design and Construction Mechanical Industries Bldg., Room 104 Mr. Oscar S. Quick
3:45 p.m. - 4:00 p.m.	Orientation to Next Day's Activities Mechanical Industries Bldg., Auditorium Institute Staff

Friday, June 25

8:30 a.m. - 12:00 noon	Field Trip: ETV Station Columbia, South Carolina Institute Staff (Note: Group will depart from Student Center at 8:30 a.m.)
12:00 noon - 1:00 p.m.	Lunch
1:00 p.m. - 3:45 p.m.	Field Trip: Juvenile Corrections Columbia, South Carolina Institute Staff
3:45 p.m. - 4:00 p.m.	Brief Preview of Next Day's Activities Institute Staff

Monday June 28

9:00 a.m. - 10:00 a.m.	"Guidance and Testing of the Disadvantaged" Garnet Room, Student Center Dr. Douglas Tate Professor and Director Testing and Counseling South Carolina State College
10:00 a.m. - 11:00 a.m.	"Selection of Tests" Dr. Douglas Tate
11:00 a.m. - 12:00 noon	Small Group Work Dr. Douglas Tate
12:00 noon - 1:00 p.m.	Lunch

1:00 p.m. - 2:00 p.m.	"Preparation of Video Production" Garnet Room, Student Center Mr. Richard T. Waymer and Institute Staff
2:00 p.m. - 3:45 p.m.	Project Design and Construction Mechanical Industries Bldg., Room 103 Mr. Stewart E. Thompson
2:00 p.m. - 3:45 p.m.	Project Design and Construction Mechanical Industries Bldg., Room 104 Mr. Oscar S. Quick
3:45 p.m. - 4:00 p.m.	Overview of Next Day's Activities Mechanical Industries Bldg., Auditorium Institute Staff

Tuesday, June 29

9:00 a.m. - 10:00 a.m.	"Administration of Tests" Garnet Room, Student Center Dr. Douglas Tate
10:00 a.m. - 11:00 a.m.	"Use and Misuse of Tests" Dr. Douglas Tate
11:00 a.m. - 12:00 noon	Group Discussion Dr. Douglas Tate
12:00 noon - 1:00 p.m.	Lunch
1:00 p.m. - 2:00 p.m.	"Skill Development Activity" Mechanical Industries Bldg. Mr. Oscar S. Quick, Room 104 Mr. Stewart E. Thompson, Room 103
2:00 p.m. - 3:45 p.m.	Project Design and Construction Mr. Oscar S. Quick, Room 104
2:00 p.m. - 3:45 p.m.	Project Design and Construction Mr. Stewart E. Thompson, Room 103
3:45 p.m. - 4:00 p.m.	Preview of Next Day's Activities Mechanical Industries Bldg., Auditorium Institute Staff

Wednesday, June 30

9:00 a.m. - 10:00 a.m.	"Interpretation of Standardized Tests" Garnet Room, Student Center Dr. Douglas Tate

10:00 a.m. - 11:00 a.m.	"Utilization of Test Results" Dr. Douglas Tate
11:00 a.m. - 12:00 noon	Question and Answer Session Dr. Douglas Tate
12:00 noon - 1:00 p.m.	Lunch
1:00 p.m. - 2:00 p.m.	"Preparation of Video Production" Garnet Room, Student Center Mr. Richard T. Waymer and Institute Staff
2:00 p.m. - 3:45 p.m.	Project Construction Mechanical Industries Bldg., Room 103 Mr. S. E. Thompson
2:00 p.m. - 3:45 p.m.	Project Construction Mechanical Industries Bldg., Room 104 Mr. Oscar S. Quick
3:45 p.m. - 4:00 p.m.	Preview of Next Day's Activities Mechanical Industries Bldg., Auditorium Institute Staff

Thursday, July 1

9:00 a.m. - 10:00 a.m.	"Counseling the Disadvantaged Garnet Room, Student Center Dr. Douglas Tate
10:00 a.m. - 11:00 a.m.	"Vocational Counseling" Dr. Douglas Tate
11:00 a.m. - 12:00 noon	Group Sharing of Experiences Group Leaders and Dr. Tate
12:00 noon - 1:00 p.m.	Lunch
1:00 p.m. - 2:00 p.m.	"Critique of Video Recording" Audio-Visual Center, White Hall Participants and Institute Staff
2:00 p.m. - 3:00 p.m.	"Critique of Video Recording" Participants and Institute Staff
3:00 p.m. - 3:45 p.m.	Group Discussion Participants and Institute Staff

3:45 p.m. - 4:00 p.m.	Orientation to Final Day's Activities Institute Staff

Friday, July 2

9:00 a.m. - 10:00 a.m.	Review of Previous Day's Experiences Staley Building Auditorium Institute Staff
10:00 a.m. - 11:00 a.m.	"Five Year Plan" Col. John B. Baxley, Consultant Teacher Education Programs Office of Vocational Education State Department of Education
11:00 a.m. - 12:00 noon	"New Certification Plan for T & I Teachers" Col. John B. Baxley
12:00 noon - 1:00 p.m.	Lunch
1:00 p.m. - 2:00 p.m.	Summary of Institute Garnet Room, Student Center Group Leaders and Institute Staff
2:00 p.m. - 3:00 p.m.	Overview of Follow-up Activities Institute Staff
3:00 p.m. - 3:45 p.m.	Evaluation Participants and Institute Staff
3:45 p.m. - 4:00 p.m.	Institute Dismissal

APPENDIX B

PROFESSIONAL STAFF AND CONSULTANTS

PROFESSIONAL STAFF

Institute Director:

Dr. A. E. Lockert, Jr., Dean
School of Industrial Education and
Engineering Technology
South Carolina State College
Orangeburg, South Carolina 29115

Instructors:

Mr. Oscar S. Quick
Associate Professor of Electrical
Technology
South Carolina State College
Orangeburg, South Carolina 29115

Mr. Henry V. Thompson
T. & I. Teacher Educator
South Carolina State College
Orangeburg, South Carolina 29115

Mr. Stewart E. Thompson
Associate Professor of Industrial
Education
South Carolina State College
Orangeburg, South Carolina 29115

CONSULTANTS

Col. John B. Baxley, Consultant
Teacher Education Programs
Office of Vocational Education
State Department of Education
Columbia, South Carolina 29201

Dr. John L. Debes, III, Director
The Center for Visual Literacy
The University of Rochester
Rochester, New York 14627

Dr. Cecil H. Johnson, Jr.,
Director, Vocational Education
State Department of Education
Columbia, South Carolina 29201

Dr. Carl Lang, Director
Learning Resources
Sandhills Community College
Sandhills, North Carolina

Dr. Albert L. Lester, Supervisor
Special Programs
Division of Vocational Education
State Department of Education
Columbia, South Carolina 29115

Mr. James W. Luck, Director
Center for Integrated Education
College of Education
The University of South Carolina
Columbia, South Carolina 29201

Mr. G. E. McGrew
District Consultant
Trade and Industrial Education
Florence, South Carolina 29502

Dr. Alfred F. Newton, Head
Department of Industrial Education
Clemson University
Clemson, South Carolina 29631

Dr. Harold Powell
Professor of Pathology
South Carolina State College
Orangeburg, South Carolina 29115

Dr. Douglas Tate
Professor and Director of Testing and Counseling
South Carolina State College
Orangeburg, South Carolina 29115

Mr. Richard T. Waymer
Associate Professor of Education and Director of Audio-Visual Center
South Carolina State College
Orangeburg, South Carolina 29115

Mr. Benjamin Whitten
Area Superintendent
Vocational Education
Baltimore City Public Schools
Baltimore, Maryland 21218

Mr. C. L. Wilson
Assistant State Supervisor of Vocational Guidance
Office of Vocational Education
State Department of Education
Columbia, South Carolina 29201

Dr. Robert M. Worthington
Assistant Commissioner of Education
New Jersey Department of Education
Trenton, New Jersey 08625

APPENDIX C

LIST OF INSTITUTE PARTICIPANTS

EPDA SUMMER INSTITUTE PARTICIPANTS

June 14 - July 2, 1971

	NAME & ADDRESS	SCHOOL & ADDRESS	POSITION
1.	Harris W. Allen P. O. Box 352 Clio, S. C. 29525	Blenheim High School Blenheim, S. C. 29516	Voc. Agriculture & Pre-Voc.
2.	Lawrence Anderson 193 Fishburne Street Charleston, S. C.29403	Burke High School 207 President Street Charleston, S. C. 29403	Carpentry Inst.
3.	Franklin E. Causey Route 1	Loris High School Loris, S. C. 29569	Bldg. Construction Inst.
4.	Ernest H. Coleman Box 218 Ridge Spring, S. C.	Ridge Spring Monetta High School Ridge Spring, S. C. 29129	Indus. Arts Inst.
5.	Robert B. Creel Route 4, Box 135E Walterboro, S. C.	Colleton County Area Vocational Center Walterboro, S. C. 29488	Electricity Inst.
6.	Remo E. Cribb P. O. Box 127 Bishipville, S. C. 29010	Bishopville High School Bishopville, S. C. 29010	Voc. Agriculture & Pre-Voc.
7.	William Chaney Davis	S. C. Dept. of Juvenile Corrections 1720 Shivers Road P. O. Box 3188 Columbia, S. C. 29203	
8.	Edwin T. Felton P. O. Box 403 Blackville, S. C. 29817	Schofield-Aiken School Aiken, S. C. 29801	Ind. Arts & Pre-Voc.
9.	Bruce W. Gregg Route 2 Effingham, S. C. 29541	Hannah-Pamplico High School Pamplico, S. C. 29583	Electricity Inst.
10.	William C. Hughes Route 1 McCormick, S. C. 29835	John DeLaHowe High School McCormick, S. C. 29835	Carpentry Inst.
11.	Levi Green P. O. Box 1046 Moncks Corner, S. C. 29461	St. Stephen High School St. Stephen, S. C. 29579	Masonry Inst.

12.	Herbert H. Jenkins P. O. Box 36 Harleyville, S. C. 29448	Harleyville-Ridgeville High School Dorchester, S. C. 29437	Masonry Inst.
13.	James Kinlow, Jr. 7 Malone Street Greenville, S. C. 29605	Wade Hampton High School Greenville, S. C. 29609	Electricity Inst.
14.	Davis E. Lebby P. O. Box 125 Cross, S. C. 29436	Cross High School Cross, S. C. 29436	Electricity Inst.
15.	Jasper L. Mack	S. C. Dept. of Juvenile Corrections 1720 Shivers Road P. O. Box 3188 Columbia, S. C. 29203	
16.	Frank W. Malloy 1524 Westway Charleston, S. C. 29407	Bonds-Wilson High School Charleston, S. C. 29406	Electronics Inst.
17.	Guy N. McClain 1410 Marion Avenue Florence, S. C. 29501	Area Voc. Center Southside High School Florence, S. C. 29501	
18.	Douglas A. Odom 202 Price Street Walterboro, S. C.	Colleton County Area Vocational Center Walterboro, S. C. 29488	Carpentry Inst.
19.	John P. Sarver Route 3, Box 41A Walterboro, S. C.	Colleton County Area Vocational Center Walterboro, S. C. 29488	Welding Inst.
20.	James D. Shuler 205 Grove Street Walterboro, S. C.	Colleton County Area Vocational Center Walterboro, S. C. 29488	Machine Shop Inst.
21.	Charles Singleton Box 118 Awendaw, S. C. 24429	Lincoln High School McClellanville, S. C. 29458	
22.	James Stoney P. O. Box 812 Moncks Corner, S. C. 29461	Berkeley High School Moncks Corner, S. C. 29461	Carpentry Inst.
23.	William M. Tisdale P. O. Box 128 Pamplico, S. C. 29583	Hannah-Pamplico Middle School	T & I Inst.

APPENDIX D

ANNOUNCEMENT BROCHURE

FOR EPDA SUMMER INSTITUTE FOR T & I TEACHERS OF THE

DISADVANTAGED

SOUTH CAROLINA STATE COLLEGE
Department of Industrial Education
Orangeburg, South Carolina 29115

OFFICE OF VOCATIONAL EDUCATION
State Department of Education
Columbia, South Carolina 29201

EPDA SUMMER INSTITUTE FOR T & I TEACHERS OF THE DISADVANTAGED

June 14 - July 2, 1971

PURPOSE

The major objectives of the Institute will be to provide T & I Teachers with the opportunity to learn of the problems of disadvantaged youth and how to work more effectively with these youth. Each participant will be provided opportunity to achieve maximum growth in attitudes, skills, and understandings necessary for adequate functioning with disadvantaged youth.

SELECTION OF PARTICIPANTS

A maximum of twenty (20) trade and industrial teachers will be selected to participate in the three-week institute. Admission is open to any T & I Teacher who is assigned to work with disadvantaged youth.

Criteria for Admission:

1. Be a full-time trade and industrial teacher in a secondary or area school in South Carolina.

2. Be employed in a school where the majority of the students are disadvantaged.

3. Be able to furnish evidence that you will return to your present position for the next school year.

4. Be recommended by the principal or director of the school where you are currently working.

ACADEMIC CREDIT

Each person successfully completing the Institute Program will be eligible to receive six (6) semester hours of undergraduate credit in Industrial Education. The Institute Program is being conducted in accordance with provisions of the South Carolina State Plan for Vocational Education and thereby provides a means of teacher certification for T & I Teachers.

SUPPORT OF PARTICIPANTS

ALL TRAVEL, HOUSING, and MEALS will be underwritten by the Institute.

The Institute will pay the travel cost of one (1) round-trip between the participant's home and South Carolina State College. Air-conditioned dormitory rooms will be provided the participants. Meals will be served cafeteria style in the College Dining Hall located near the residence halls.

FACILITIES

All facilities at South Carolina State College will be available to the participants. Among these facilities is the new Miller F. Whittaker Library which is centrally air-conditioned and contains seminar rooms, study space, and a wide selection of materials on the disadvantaged. The new Student Union, also air-conditioned throughout, provides a wide range of facilities including a snack bar, bowling alley, meeting rooms and parking area.

TIME SCHEDULE

The three-week institute will begin at 9:00 a.m., Monday, June 14, 1971 and will conclude at 4:00 p.m., Friday, July 2, 1971. The daily schedule will run from 9:00 a.m. to 4:00 p.m., Monday through Friday.

STATEMENT OF COMPLIANCE

South Carolina State College is in compliance with Title VI of the Civil Rights Act of 1964 and does not discriminate on the basis of race, color, or national origin.

(Please detach)

R E Q U E S T F O R A P P L I C A T I O N

Please send me an official application blank for the EPDA Summer Institute for T & I Teachers of the Disadvantaged to be held June 14 - July 2, 1971.

NAME _____
Last First Middle

ADDRESS _____
Number and Street

_____
City State Zip Code

PRESENT POSITION _____

_____
School Address

Applications will be sent upon receipt of this form. Application deadline is MAY 1, 1971. Please complete this form and return to:

A. E. Lockert, Jr., Project Director
South Carolina State College
Orangeburg, South Carolina 29115

APPENDIX E

APPLICATION FORM

FOR SUMMER INSTITUTE FOR T & I TEACHERS OF THE DISADVANTAGED

SOUTH CAROLINA STATE COLLEGE
Orangeburg, South Carolina 29115

A P P L I C A T I O N

SUMMER INSTITUTE FOR T & I TEACHERS OF THE DISADVANTAGED

JUNE 14 - JULY 2, 1971

(Mrs.)
(Miss)
NAME (Mr.)_____ AGE_____
Last First Middle

ADDRESS_____
Street City State Zip Code

SCHOOL WHERE YOU TEACH _____

SCHOOL ADDRESS_____
City State Zip Code

CURRENT POSITION_____
Title Years Held

CERTIFICATE NUMBER_____ CLASS_____ GROUP_____ GRADE_____

EDUCATIONAL BACKGROUND:

High School Graduate YES____ NO____ Year of Graduation_____
College Graduate YES____ NO____ Years Attended_____

Please discuss briefly your reasons for wishing to participate in the Institute, and state briefly the benefits you hope to derive from such participation.

_____

_____

_____

_____

NOTE: The following should be signed by your School Principal or Director.

I recommend that the applicant be considered for the Summer Institute as listed above. It is our intent to employ the applicant in his same position next school term.

_____ _____
Principal of School or Director Date

APPLICATION MUST BE POSTMARKED NO LATER THAN MAY 1, 1971. Please complete and return to:

Dr. A. E. Lockert, Jr., Project Director
South Carolina State College
Orangeburg, South Carolina 29115

_____
Signature of Applicant

APPENDIX F

PERSONAL DATA FORM FOR EPDA PARTICIPANTS

SOUTH CAROLINA STATE COLLEGE

SCHOOL OF INDUSTRIAL EDUCATION
AND ENGINEERING TECHNOLOGY

PERSONNEL RECORD

1. NAME Miss / Mrs. / Mr. _____
(Last) (First) (Middle)

2. HOME ADDRESS _____
(Street & No. or Route)

_____ Telephone No. _____
(City or Town) (State) (Zip)

3. LOCAL ADDRESS for the summer _____ Telephone No. _____

4. NAME AND ADDRESS OF SCHOOL WHERE YOU WORK _____
(Name of School)

_____
(City of Town) (State) (Zip Code)

5. YOUR POSITION _____ No. Years Experience in your field of work _____

6. CERTIFICATE NO. _____ CLASS _____ GROUP _____ GRADE _____

Subject or Fields _____

7. HIGH SCHOOL ATTENDED _____ No. of years _____

Location of High School attended _____

8. COLLEGE OR UNIVERSITY ATTENDED _____

Years attended _____ Major Subject _____

9. Please discuss briefly your reasons for wishing to participate in the workshop, and state the benefits you hope to derive from such participation.

_____

_____

_____

10. In case of accident or illness give name, address and telephone number of person to be notified.

Name _____

Address _____

_____

Your SOCIAL SECURITY NUMBER _____ Telephone No. _____

APPENDIX G

LETTERS SENT TO APPLICANTS FOR EPDA SUMMER INSTITUTE

SOUTH CAROLINA STATE COLLEGE

SCHOOL OF INDUSTRIAL EDUCATION AND ENGINEERING TECHNOLOGY
ORANGEBURG, SOUTH CAROLINA 29115

OFFICE OF THE DEAN

Dear

We are pleased to notify you that you were selected to participate in the EPDA Summer Institute for T & I Teachers of the Disadvantaged to be conducted at South Carolina State College, June 14 - July 2, 1971.

If you plan to accept the appointment as a participant, please complete the enclosed "letter of acceptance" and return to this office on or before May 24, 1971.

Unless we hear from you by May 24, we will assume that this offer was declined. Your name will be dropped from the list as a prospective participant, and a replacement will be selected from the list of alternate candidates.

Sincerely yours,

A. E. Lockert, Jr.
Project Director

AEL:wbj

encl.

LETTER OF ACCEPTANCE

Date_____

Dear Screening Committee:

I accept your offer to participate in the EPDA Summer Institute for T & I Teachers of the Disadvantaged to be conducted at South Carolina State College, June 14 - July 2, 1971.

CHECK ONE:

_____ I plan to live on Campus for the entire period.

_____ I plan to commute from home to College during the period of the Institute.

_____
Signature

SOUTH CAROLINA STATE COLLEGE

SCHOOL OF INDUSTRIAL EDUCATION AND ENGINEERING TECHNOLOGY
ORANGEBURG, SOUTH CAROLINA 29115

June 1, 1971

OFFICE OF THE DEAN

Dear

We are indeed very pleased that you are among those persons who will participate in our EPDA Summer Institute for T & I Teachers of the Disadvantaged to be conducted at South Carolina State College, June 14 - July 2, 1971.

Registration for the Institute will be held Monday, June 14, 9:00 a.m. - 12:00 noon, and it is important that you be present to register during this period. The first orientation session will begin promptly at 1:00 p.m. When you arrive on Campus, please come to the Mechanical Industries Building, Room 110. Should you decide to arrive on Sunday afternoon, report to Mays Hall and present your Room Assignment Slip to the person in charge.

Please bring with you course outlines and courses of study covering content in your subject area.

We look forward to an interesting period of work and study in our 1971 EPDA Summer Institute.

Sincerely yours,

A. E. Lockert, Jr., Director
School of Industrial Education
South Carolina State College

P.S. Tuition will be paid by the Institute.

AEL:wbj

APPENDIX H

FORM SENT TO BOOK PUBLISHERS

EPDA SUMMER INSTITUTE FOR T & I TEACHERS OF THE DISADVANTAGED

SOUTH CAROLINA STATE COLLEGE
Orangeburg, South Carolina

JUNE 14 - JULY 2, 1971

Date_____

Please indicate how you will assist us in our EPDA Summer Institute for T & I Teachers of Disadvantaged Youth by checking the appropriate box:

☐ Will send a Representative.

Arrival date _____

Departure date _____

☐ Will provide Book Display.

☐ Will supply descriptive literature. (circulars, catalogs, price lists, etc.)

☐ Will present Specialized Materials for Disadvantaged Youth.

☐ Other _____

_____

Signature_____

Title_____

NOTE: IMMEDIATE REPLY REQUESTED.

Please execute and return to: *Dr. A. E. Lockert, Jr., Project Director*
South Carolina State College
Orangeburg, South Carolina 29115

APPENDIX I

LETTER SENT TO STATE CERTIFICATION DIVISION

SOUTH CAROLINA STATE COLLEGE

SCHOOL OF INDUSTRIAL EDUCATION AND ENGINEERING TECHNOLOGY
ORANGEBURG, SOUTH CAROLINA 29115

OFFICE OF THE DEAN

This is to certify that _____

has satisfactorily completed the following courses offered at South Carolina State College from June 14 through July 2, 1971:

		CREDIT HOURS
IE 306	The Making and Utilization of Trade and Job Analysis	3
IE 309	Course Making	3
	TOTAL	6

These courses were conducted in compliance with provisions of the South Carolina State Plan for Vocational Education and are therefore recommended for Certification Credit.

Thank you,

_____
(Instructor's Signature)

cc. State Certification Division
State T & I Division
Teacher

APPENDIX J

EPDA INSTITUTE GROUP ORGANIZATION

E P D A SUMMER INSTITUTE

GROUP ORGANIZATION

GROUP I

Coleman, Ernest H. (Group Leader)
Felton, Edwin T. (Recorder)

Allen, Harris
Cribb, Remo E.
Reed, Claude

GROUP II

Anderson, Lawrence (Group Leader
Stoney, James (Recorder)

Causey, Franklin E.
Hughes, William C.
Odom, Douglas A.
Green, Levi

GROUP III

McClain, Guy N. (Group Leader)
Malloy, Frank W. (Recorder

Creel, Robert B.
Gregg, Bruce W.
Kinlow, James, Jr.
Lebby, Davis E.
Singleton, Charles

GROUP IV

Davis, William C. (Group Leader)
Tisdale, William N. (Recorder)

Sarver, John P.
Shuler, James
Mack, Jasper L.

NOTE: Groups I and II will report each afternoon to Room MB103
Mr. Stewart E. Thompson, Instructor

Groups III and IV will report each afternoon to Room MB104
Mr. Oscar S. Quick, Instructor

APPENDIX K

EVALUATION FORMS FOR EPDA INSTITUTE

PARTICIPANTS EVALUATION OF THE INSTITUTE

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The objectives of this institute were clear to me.					
2. The objectives of this institute were not realistic.					
3. The participants accepted the purposes of this institute.					
4. The objectives of this institute were not the same as my objectives.					
5. I have not learned anything new.					
6. The material presented seemed valuable to me.					
7. I could have learned as much by reading a book.					
8. Possible solutions to my problems were not considered.					
9. The information presented was too elementary.					
10. The speakers really knew their subject.					
11. I was stimulated to think about the topics presented.					
12. We worked together well as a group.					
13. The group discussions were excellent.					
14. There was little time for information conversation.					
15. I had no opportunity to express my ideas.					
16. I really felt a part of this group.					
17. My time was well spent.					
18. The institute met my expectations.					
19. Too much time was devoted to trivial matters.					
20. The information presented was too advanced.					
21. The content was not readily applicable to the important problems in this area.					
22. Theory was not related to practice.					
23. The printed materials that were provided were very helpful.					
24. The schedule should have been more flexible.					
25. As a result of your participation in this institute do you plan to modify either your present or future work?	YES			NO	

INDUSTRIAL EDUCATION WORKSHOP

Evaluation Form

1. Please give your over-all reaction to the workshop. (Check one)

_____ Very valuable
_____ Of some value
_____ Of little value
_____ Of no value

2. How did the workshop correspond with what you expected?

_____ Very similar
_____ Rather similar
_____ A little similar
_____ Very different

3. Did you have an opportunity to discuss topics that were of interest to you?

_____ Full opportunity
_____ Some opportunity
_____ Little opportunity
_____ No opportunity

4. List topics which you think should have been given more discussion during the workshop.

_____

_____

_____

_____

5. Did you like the date and hour at which the workshop was held?

YES_____ NO_____ If not what date and hour would you suggest?

DATE_____ HOUR_____

6. What improvements would you suggest for planning future workshops?

_____

_____

_____

_____